

Prairie View A&M University

Digital Commons @PVAMU

All Theses

8-1942

A Study Of The Advantages And Disadvantages Of The Consolidated Negro Schools In Waller County, Texas

Bessie Aleda Thomas
Prairie View State College

Follow this and additional works at: <https://digitalcommons.pvamu.edu/pvamu-theses>

Recommended Citation

Thomas, B. A. (1942). A Study Of The Advantages And Disadvantages Of The Consolidated Negro Schools In Waller County, Texas. Retrieved from <https://digitalcommons.pvamu.edu/pvamu-theses/318>

This Thesis is brought to you for free and open access by Digital Commons @PVAMU. It has been accepted for inclusion in All Theses by an authorized administrator of Digital Commons @PVAMU. For more information, please contact hvkoshy@pvamu.edu.

A STUDY OF THE ADVANTAGES AND
DISADVANTAGES OF THE CONSOLIDATED
NEGRO SCHOOLS IN WALLER
COUNTY, TEXAS

—•—•—•—•—•—•—
THOMAS

1942

TH
REF
379.175
T 365
C.1

A STUDY OF THE ADVANTAGES AND DISADVANTAGES OF THE
CONSOLIDATED NEGRO SCHOOLS IN
WALLER COUNTY
TEXAS

LC
2771
T56
1942

By

Bessie Aleda Thomas

A Thesis in Rural Education Submitted in
Partial Fulfillment of the Requirements
For the Degree of Master of Science

In the

Graduate Division

of

Prairie View State College

August 3, 1942

Approved by:

Major Professor A. O. Preston
Division Arts and Sciences
Minor Professor _____
Division _____
Associate Professor _____
Division _____

Chairman - Committee on Graduate Study

BIOGRAPHY

Bessie A. Hardeway Thomas was born August 7, 1900 at Ponta, Cherokee County, Texas. She is the daughter of the late S. A. Hardeway and Fannie Hill Hardeway. Her childhood days were spent on the farm with her father and mother.

She received her elementary education in the rural schools of Ponta Community and part of her high school work in Wiley College, Marshall, Texas.

In 1917, she entered Prairie View College and began her work in the second year normal class, completing the Senior Normal Course in May 1920.

She was married to O. J. Thomas, June 19, 1921, and lived at Texas College where her husband was employed. In 1923, she moved from Texas College to Cameron, Texas, where her husband was employed as principal of the Colored High School.

From 1923 to 1941, she taught the first grade pupils in the elementary department of the Cameron Colored High School, which was later named the O. J. Thomas High School. During her period of service in the O. J. Thomas School, she attended summer school at Hampton Institute, Virginia, (1932) pursuing courses in Industrial Arts and Techniques for Teaching in the Primary Grades. In 1934, second term of summer school, she attended the Chicago University undergraduate school and took a course in the Teaching and Supervision of Reading, with emphasis on diagnostic and remedial treatment of reading difficulties under Dr. William Scott Gray.

She began her work toward a Bachelor's degree at Prairie View College the first term of summer school, 1934, and completed her college work, August 8, 1938, with a major in Education and a minor in English.

In 1940 she began her graduate study at Prairie View College, majoring in Rural Education and minoring in Rural Sociology. At the present time she is a candidate for graduation, August 3, 1942.

DEDICATION

To my husband, Mr. O. J. Thomas,
my mother, Mrs. F. O. Hardeway
Chandler, my nephew, Booker T.
and Miss Lorraine Thomas.

ACKNOWLEDGEMENTS

The writer wishes to express her appreciation and acknowledge her indebtedness to the following instructors:

Miss A. C. Preston, Professor of Rural Education, for her patience and helpful suggestions in the preparation of this thesis. She is especially grateful to her for her assistance in accumulating data on the schools in the county.

Dr. H. A. Bullock, Professor of Sociology, for his valuable advice and assistance in the organization of this thesis.

Mr. H. E. Wright, Associate Professor in Education, for reading the manuscript and supplying data on the Prairie View Training School.

Dr. E. M. Norris, Director of Graduate Study, for his suggestions and helpful attitude.

Mr. O. J. Thomas for his criticisms and encouragement during the preparation of this manuscript.

Mr. B. S. Luter for information concerning the Sam Schwarz School.

She acknowledges with thanks the cooperation of the teachers in the consolidated schools of Waller County in supplying data necessary for the completion of this study.

TABLE OF CONTENTS

	<u>Page</u>
CHAPTER I: INTRODUCTION	1
A. Purpose of the study	1
B. Theoretical statements and Researches of other scholars	1
C. General plan of study	7
CHAPTER II: A BRIEF HISTORY OF CONSOLIDATION IN NEGRO SCHOOLS OF WALLER COUNTY	10
A. Sam Schwarz	10
B. Samuel Clemons	12
C. Bob Burton	13
D. Prairie View	13
E. Brookshire	14
CHAPTER III: AN ANALYSIS OF THE ADVANTAGES AND DISADVANTAGES FOUND IN THE CONSOLIDATED SCHOOLS	16
A. Educational advantages and disadvantages	16
B. Social advantages and disadvantages	22
C. Economic advantages and disadvantages	26
D. Community advantages and disadvantages	29
CHAPTER IV: SUMMARY AND CONCLUSIONS	31
APPENDIX	
Form A - Questionnaire for Principals and Teachers of Consolidated Schools	40
Form B - To be Filled by Teachers of Schools before Consolidation	43
Form C - Check List to be Filled	45
LETTERS	36 - 38
PROGRAM	39
BIBLIOGRAPHY	35

LIST OF TABLES

PAGE

TABLE I - - -	NUMBER OF TEACHERS TRAINING AND SALARIES IN THE CONSOLIDATED SCHOOLS IN WALLER COUNTY	19
TABLE II - -	NUMBER OF TEACHERS AND TENURE OF SERVICE IN THE SAME SCHOOL	20
TABLE III -	TEACHER-PUPIL LOAD AND LENGTH OF SCHOOL TERM BEFORE AND AFTER CONSOLIDATION OF THE SCHOOLS	21
TABLE IV - -	ENROLLMENT BY GRADES IN THE CONSOLIDATED SCHOOLS OF WALLER COUNTY 1941-1942	23
TABLE V - -	NEGRO SCHOLASTICS AND INSTRUCTIONAL COSTS PER SCHOLASTIC	28

CHAPTER I

INTRODUCTION

The studies of rural society are greatly concerned with the problem of rural education. It was during the pursuit of a course in Rural Sociology that the author became much interested in the consolidation movement and curious to know just how the consolidated schools functioned, and how the communities from which schools were moved were affected by the consolidation, especially as related to the Negro race.

The purpose of this study is three-fold:

First, to furnish further information on consolidated schools.

Second, to establish some facts which might be used as a basis for planning.

Third, to give a functional conception of the Consolidated Negro schools in Waller County, by pointing out some of the advantages and disadvantages that exist in them.

THEORETICAL STATEMENTS AND RESEARCHES OF OTHER SCHOLARS

It has long been a matter of common opinion that the opportunities for education offered to rural children by the one-teacher or two-teacher school are limited and much inferior to those offered by city children.

The rural or district school arose originally as a local community undertaking. In New England it arose as a part of the struggle for district rights, as opposed to the control of the old central town.

The schools were greatly influenced by periods of agricultural developments. As machinery and farm practices improved, greater demands were made upon schools for improved instruction. By the close of the third period of agricultural development, the shrinkage in rural population began to have its effect upon the schools, creating another¹ problem in rural education.

Problems of the One-Teacher School. Without a doubt many of the problems of rural education are tied up with the smallness of the geographical and population units served by many rural schools. The ordinary one-or-two teacher school is not large enough to command sufficient equipment, a light enough teaching load, and rich enough offering to give the efficiency possible in larger schools.² Other problems are low salaries of teachers, poorly trained teachers, insecurity of teachers (due to poor salaries, political spoils, and lack of teacher retirement plan) and inadequate educational facilities for the handicapped child.

Concerning the one-teacher school, Gaumnitz says, "In many circles of American life especially among the urban groups, the one-teacher school is regarded as a thing of the past - an institution of pioneer days which need no longer be of any serious concern to present day educators." Many of our educational leaders counsel that the remaining schools of this

¹

Elwood P. Cubberley, Rural Life and Education, New York: Houghton Mifflin Company, 1922.

²

W. E. Cole, Recent Trends in Rural Planning, New York: Prentice-Hall, Inc., 1937, p. 364.

type be abandoned as quickly as possible and that the energies of those seeking to improve rural education be chiefly devoted to the problem of establishing and equipping fairly large graded schools in rural communities. As a result of such theories and a general observation of the inadequacies of rural schools, the idea of consolidation came into existence.¹

Historical Development and Consolidation. The movement to restore to the country child something like equal rights with the city child in the matter of educational advantages had its beginning in Massachusetts as early as 1867.²

Abel says, the history of the growth of consolidation of schools and transportation of pupils may be divided into four fairly well-defined periods.

1. The period from 1840 to 1880 was a period in which the principle centralization of schools was established in urban communities, extended to other independent districts, and began to spread to rural sections.
2. From 1880 to 1894 the consolidation idea extended very slowly.
3. The period from 1894 to 1910 was marked by an awakening of interest in rural schools. There was a general rapid enactment and betterment of consolidation and transportation laws. A more extended

¹
W. H. Gaumnitz, Are the One-Teacher Schools Passing. Pamphlet No. 92, Washington, D. C.: United States Government Printing Office, 1940.

²
Elwood P. Cubberley, Rural Life and Education. New York: Houghton Mifflin Company, 1922, p. 230.

use was made of them.

4. From 1910 to 1922, there was more united effort in bringing about consolidation, determining its value, and working out the best ways to make it most effective.¹

According to Mueller the movement for consolidation had its beginning in the cities and densely populated towns of New England. The districts had central administration and control of their schools and so, were able to have the best type of educational advantages, better tax distribution, better buildings, better teachers and better supervision of instruction.²

Some Advantages and Disadvantages of Consolidation. In making studies of consolidated schools certain advantages and disadvantages were taken into consideration. Cubberley points out several advantages and disadvantages or objections to consolidation.

In the earlier consideration of the value of the consolidated school the idea of its harmful influence on rural children came to light. Hyatt, former state superintendent of California advanced the idea that rural children tend to become urbanized.³

1

J. F. Abel, Consolidation of Schools and Transportation of Pupils, Bulletin No. 41, 1940, Washington: United States Government Printing Office.

2

A. D. Mueller, Progressive Trends in Rural Education, New York: The Century Company, page 48.

3

Orville G. Brim, Rural Education, New York: Macmillan Company, 1925, page 49.

Lewis summarizes the advantages of consolidation in saying it makes possible a broad curriculum, excellent teaching and rich social life within the school.¹

A study of the Hempstead Consolidated Negro School showed improvement in organization, administration, teacher preparation, equipment, building, athletics, citizenship and social life. The only disadvantage reported was overcrowded classrooms.²

Costs of Consolidated Schools. Since consolidation of small school districts usually result in the establishment of larger schools the question of costs in large schools as compared to those in small schools is pertinent to this discussion.

"It must be conceded that except in extraordinary cases, the consolidated schools cost more than the one-teacher school when measured in pure cash outlay. But when the increased educational advantages of the consolidated school over the one-teacher school are considered, the consolidated school is the cheaper of the two."³

State Consolidated School Inspector, George A. Brown of Iowa, made a comparative study of fourteen consolidated schools of Buena Vista County, with fourteen large first class cities of Iowa. His conclusion was, "Comparison of the cost of schools in first class cities doing the

1

Charles D. Lewis, The Rural Community and Its Schools, New York: American Book Company, 1937, page 178

2

E. M. Muckleroy, The Consolidation of Schools in Waller County. Unpublished Bachelor's Thesis, Department of Education, Prairie View State College, 1937.

3

William John Cooper, Economy in Education, Stanford University Stanford University Press. (Date not given)

same type of work and the same amount of work shows conclusively that the consolidated school is the cheapest school in the State of Iowa, giving twelve years of education to the boys and girls of the community."

State Superintendent E. C. Brooks of North Carolina, made a comparison of the per capita cost of instruction in consolidated schools and one and two teacher schools are found, almost without exception, the per capita cost for instruction in counties in which there are a large number of one-teacher and two-teacher schools is higher, than in counties that have larger units of education.

In 1931-32, Dr. Fulmer, Director of Research and Information, South Carolina Department of Education, made a study of all white elementary schools. Consolidation was recommended as an adjustment for
1
the difference in cost and teaching efficiency.

2
Timon Covert, specialist in school finance presents information on the economy of consolidation as a result of studies made in various states by research workers and others. Every report indicated a potential economy in the consolidation of small schools into larger taxing units.

Similar findings are revealed in a report by Covert of the National Conference on the financial implications of the consolidation of schools and transportation of pupils in Cleveland, Ohio, February 27, 1934. 3

1
Ibid., 183

2
Timon Covert, Larger Units for Educational Administration a Potential Economy, Pamphlet No. 45, 1938, Washington: United States Government Printing Office.

3
Timon Covert, Financial Implications of the Consolidation of Schools and the Transportation of Pupils. Circular No. 117, March 1934. Washington: United States Department of the Interior, Office of Education.

From the theoretical statements and review of studies made by investigators as given in the preceding paragraphs, pointing out the possibilities for richer course offerings, social advantages and economy of consolidation, one is convinced that it is justifiable as one solution to the educational problem in small towns and rural communities.

GENERAL PLAN OF STUDY

Statement of the Problem. It is the opinion of the investigator that the consolidated Negro schools, as other schools, have some advantages and disadvantages. It is the purpose of this investigation to answer the question: What advantages and disadvantages exist in the consolidated Negro schools in Waller County? This question is naturally followed by several subsidiary questions as:

- a. What are the educational advantages and disadvantages?
- b. What are the social advantages and disadvantages?
- c. What are the economic advantages and disadvantages?
- d. What are the community advantages and disadvantages?

In order that we may be able to analyze this problem there are certain variables to be controlled as follows: educational advantages and disadvantages; social advantages and disadvantages; economic advantages and disadvantages; community advantages and disadvantages. These variables will be controlled by the use of tables and analysis.

The advantages referred to in this manuscript include opportunities in the way of course offerings, teaching staff, buildings and equipment, attendance of pupils, larger social groups, community improvement, transportation of pupils to school and others.

An effort is also made to determine what handicaps or disadvantages exist to retard the educational, social and economic progress of pupils in the Consolidated Negro Schools of Waller County.

Scope of the Problem. This study deals with the Consolidated Negro Schools in Waller County, and the communities involved in the consolidation. The number of scholastics, training and experience of teachers, course offerings, physical plant and the advantages and disadvantages resulting from consolidation will be taken into consideration.

Methodology. The investigation of this problem was done by the writer of this manuscript, with the aid of the Jeanes Supervisor of this county in locating the schools and contacting persons to be interviewed. The instruments used for observation were check lists, questionnaires, and personal interviews. After a number of forms of questionnaires and schedules were made and approved, the investigator went into the field to make observations. Data were gathered from school records, principals, teachers, and pupils of the schools. Records in the files of the Jeanes Supervisor's and county superintendent's offices, Bulletins on Negro Education from the State Department of Education, Austin, Texas, furnished statistical data which was much needed in this research. By means of personal interview, much information was gained that was not included in the check list nor questionnaires. Old citizens in the community were interviewed to get a historical background of the schools being studied. Through visitation to the schools, the investigator was able to observe a number of things that served as a check on the information given on the check-list and questionnaires.

Significance of the Study. This study is designed to give the

reader an idea of how the consolidated Negro schools are functioning in Waller County. It will add to the data of research already done on schools in the county. Further use may be made of it in the planning for school consolidation as it shows some of the disadvantages that might be eliminated. Since no investigations have been made on this particular problem in Negro schools, it represents a frontier of a scientific field of study.

A Critical Evaluation of the Problem. The investigator of this problem was untrained and unpaid, therefore, it is possible that this study is not as complete as it could have been. The writer, in a perhaps crude way, has shown some of the advantages and disadvantages of consolidation as it affects Negroes in rural communities.

The Consolidated School

CHAPTER II

A BRIEF HISTORY OF CONSOLIDATION IN NEGRO SCHOOLS OF WALLER COUNTY

Reasons for Consolidating

The Texas Rural Aid Law for 1933 to 1935 inclusive carried a provision for the appropriation of \$3,000,000.00 to be distributed to rural schools on the basis of their enrollment and area for each of two consecutive school years therein, provided that all said schools qualified from the standpoint of state affiliation, average daily attendance, tax levy, and salary schedule.

From the appropriation, rural high schools could receive the following allotment on the basis of special provisions:

1. Transportation aid of \$2.00 per pupil per month provided that the district area was no more than 100 square miles.
2. Industrial aid of \$100.00 per year for agriculture and home-making provided that the teacher of said departments were approved by the State Superintendent of Public Instruction.
3. High school tuition of \$7.50 per pupil to be paid in accordance with the provision of the general laws of the fortieth legislature.

The Hempstead School:- The Hempstead School, Sam Schwarz, was the first school in the county to consolidate. Hempstead Independent School District had to consolidate in order to qualify for the rural aid

as specified by this law. It was necessary to consolidate enough area to make the district one hundred square miles. It was also necessary for the district to conform to the consolidation laws of the fortieth legislature with respect to outstanding bonds and debts.¹ In conforming to this law, the Hempstead Independent School District had to first levy taxes on all assessed property within the original area, and for that purpose the principal of the Negro school was appointed deputy tax assessor for the Hempstead Independent District.

A second reason for consolidation was that the Hempstead Negro School was at the time, the only four year high school in the county and was enrolling a number of students that were being privately transported from other areas at their own expense. In conjunction with this condition, a number of scholastics in nearby neighborhoods were out of school chiefly because of a lack of transportation facilities. This was especially true of those who had completed their elementary work in the small neighborhood schools.²

The Area Consolidated. The proposed area for consolidation was to include a ten mile radius from the town of Hempstead which would include all of the one-teacher schools and one two-teacher school. These schools were then operating in small neighborhoods near the town of Hempstead and the consolidation movement directly affected about six

1

Ibid., pp. 64-65

2

B. S. Luter, Historical and Educational Analysis of the Administration and Curriculum of the Hempstead Negro School. Unpublished Bachelor's Thesis, 1937 - Prairie View State College.

of them. They were as follows: Lane View, St. Paul, Second Corinth, Center Hill, Louisville, and Rock Island. The Center Hill School was a two teacher school which served the neighborhood centers for both St. Luke and Lawrence Key settlements.

The proposed consolidation plan was voted on and passed during the summer of 1934. The movement met with some opposition on the part of some of the patrons who feared the idea of their children riding on a bus.¹

The school plant. The Hempstead Consolidated School, Sam Schwarz, is located in the village of Hempstead on State Highway, Number 6. The main building is a brick structure of the Rosenwald design. There are seven classrooms, an auditorium, and principal's office that opens into the auditorium and aside from the main building, there are three frame structures, one for homemaking, one for vocational agriculture, and one for the first three primary grades in the school. The school grounds are landscaped and well kept.

Samuel Clemons School. The second Negro school to be consolidated in Waller County was the Samuel Clemons School in 1939. There were three small neighborhoods maintaining an elementary school in each. These neighborhoods did not have a school building, but maintained school in two old dilapidated churches. These schools were at a radius of about five miles from the Clemons School and had a very small attendance. The trustees of the Pattison District proposed to give the Negroes a new

school if they would agree to raise money, and buy the land for the school site. An agreement was made by the colored people of the three schools to purchase the ground on which the school is built. It was further agreed by the board that transportation would be provided as quite a few pupils from the other schools lived as far as six miles from the consolidated school. All requirements for consolidation were met and the new consolidated school, Samuel Clemons was built.

The school is located in a small neighborhood or more nearly in the open country as there is only one dwelling and a Church near the school. The building is a frame structure with four classrooms and one small book room. The building is modern and has a very attractive appearance from the outside. The grounds are not landscaped.

Prairie View Training School. The Prairie View Training School is located at Prairie View State College. It was partially consolidated in 1940 with Waller Elementary School. The two schools were consolidated to give the Waller pupils a more adequate building and access to high school.

The school plant consists of one main building of brick structure with four classrooms, a small library, and an office for the principal. The school has electric lights, steam heat, and proper ventilation. A school bus transports pupils from the Waller area in grades six through high school.

Bob Burton School. The consolidated movement gained a little momentum in 1940. Both Bob Burton and Prairie View Training School were consolidated. Only one school was consolidated with Bob Burton and that was Harper. It was a small one teacher school with poor attendance.

Bob Burton school is located about eighteen miles South of Hempstead in a rural neighborhood. There are no paved or hard surfaced roads for several miles around, but the neighborhood is pretty thickly settled and shows evidence of having been prosperous at some time in the past. Many of the people own their farms and have fairly decent homes. The school building is a wood structure built on Rosenwald plans. There are six classrooms and an auditorium. It is well heated and ventilated and has electric lights. A separate building is used for hot lunch and kitchen.

The school was consolidated under the administration of W. M. Batts. Reason for consolidation was to give pupils from both schools better educational advantages by offering a richer curriculum and high school courses. The school is named Bob Burton High School, but commonly called the Sunnyside School.

Brookshire Colored School. In the spring of 1941, there arose in the little neighborhood of Long Bridge a problem of finding a place for the Mexican children to go. In quest for a solution of the problem, it was found that the small Negro School at Long Bridge had only a few pupils in attendance. So in order to solve the Mexican school problem, it was decided to transfer the Negro children to Brookshire and give the Negro school to Mexicans. Thus, Long Bridge School became consolidated with Brookshire High School. There was only partial consolidation with Brookshire High School, since part of the children went to Pointer School which was just as near Brookshire, with no transportation facilities provided. Brookshire High School is located in the village of Brookshire about two blocks North from the Houston - San Antonio Highway. The building is a two story "L" shaped wood structure in fair condition. It

has six classrooms and a kitchen for hot lunch. There are no electric lights, but the building is fairly well kept and has a sanitary drinking fountain. The school grounds are not landscaped and kept in the best condition.

Summary. There are five consolidated schools for Negroes in Waller County, two of which are partially consolidated. Fourteen small schools were involved in the consolidation of these schools. The reasons most often given for consolidation were to have a better school and to give rural children high school advantages.

CHAPTER III

AN ANALYSIS OF THE ADVANTAGES AND DISADVANTAGES FOUND IN THE CONSOLIDATED SCHOOLS

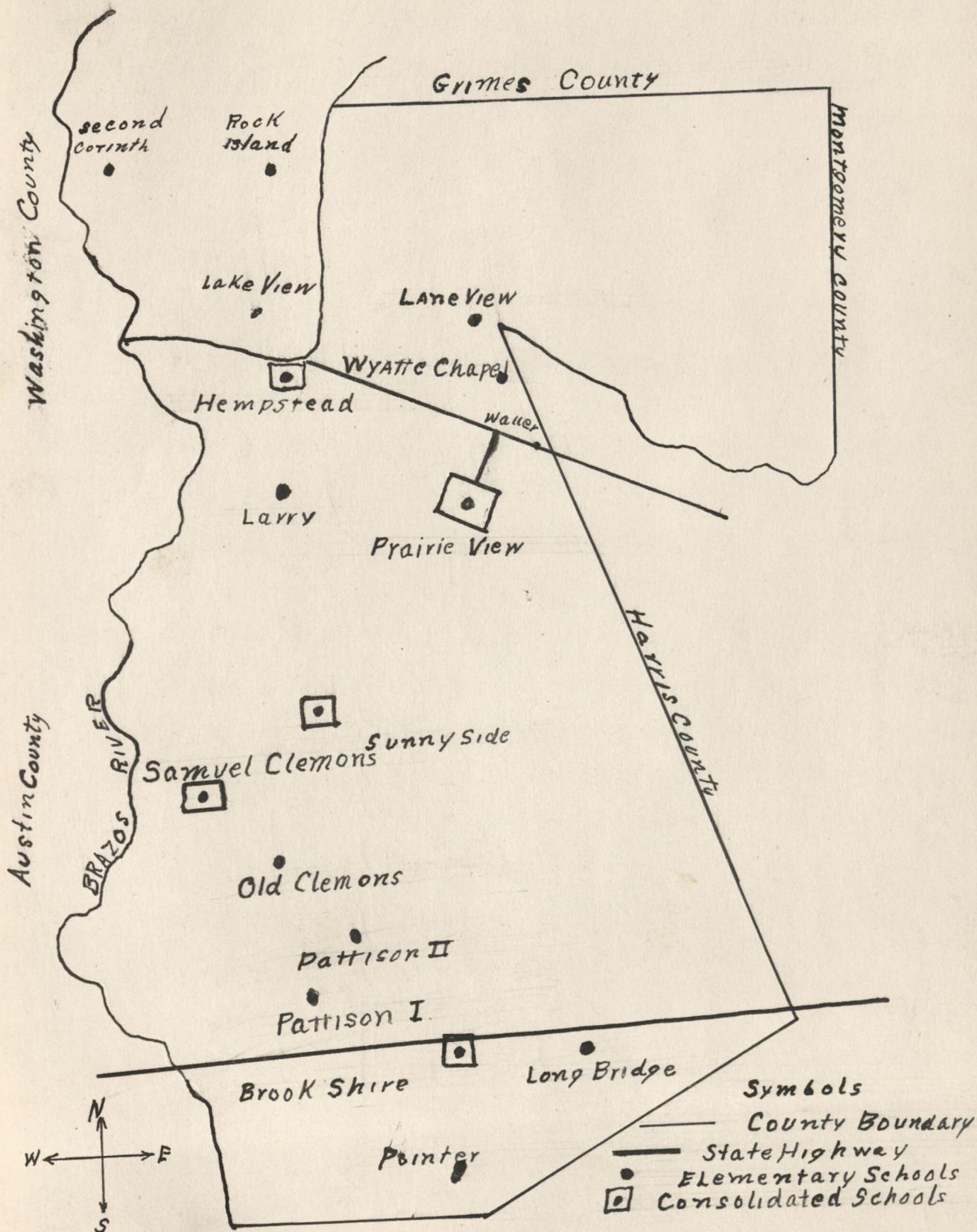
Educational Advantages and Disadvantages

Buildings and Equipment. The effectiveness of the organization and administration of any school system is influenced by its buildings, grounds, and equipment. Inadequate buildings, improperly equipped, and poorly arranged classrooms are considered detrimental to accomplishing satisfactory work. The data compiled on the schools studied do not take into account the amount of ground allotted to them. This study considers only the number of buildings, size of buildings, and types of equipment. The school plants of the consolidated schools in Waller county include ten buildings fairly modern in construction. Sam Schwarz at Hempstead has four buildings, including one for homemaking and a farm shop for Vocational agriculture. The main building is a brick structure with seven classrooms, an auditorium, and principal's office.

The school is equipped with desks, tables, chairs, blackboards, maps, charts, piano, library, and laboratory equipment for homemaking and vocational agriculture departments.

Prairie View Training School is a brick structure with four classrooms, a principal's office and library. The increased attendance resulting from partial consolidation made it necessary to house the high school department in one room of the education building on the college campus.

Location of Negro Public Schools in Waller County



The equipment includes desks, chairs, tables, piano, rhythm band instruments, maps, charts, and office equipment for keeping school records. Both Prairie View and Sam Schwarz schools have adequate heating systems, electric lights, and running water.

Bob Burton at Sunnyside is the next best equipped school. It has a library, homemaking department, and a hot lunch room. Other equipment includes desks, blackboards, piano, electric lights, and wood stoves for heating. The building has five classrooms and an auditorium seated with chairs.

Samuel Clemons and Brookshire schools have one building each equipped with desks, blackboards, piano, and wood stoves for heating. Samuel Clemons school is inadequately heated due to the building not being ceiled and lack of fuel. The school has some difficulty in securing wood. Brookshire's school building is poorly arranged and in need of rebuilding. One room of the school is used for hot lunches. The school has a drinking fountain indoors.

Organization, Administration and Supervision. The public schools of a dynamic society are charged with the responsibility of serving as a conscious agent for social improvement. Satisfactory assumption of this responsibility requires that the public school be so organized that two major objectives might be accomplished:

The first is to make it possible for each boy and girl to acquire an understanding of the present social order.

The second is to make it possible for each boy and girl to achieve the maximum of his or her ability, to contribute to and live in a better social order. To this end, it is imperative that each individual acquire

skill with the necessary fundamentals.

The organization in the consolidated schools of Waller County is much better than that of the one-teacher school. Two of the schools, Prairie View Training and Sam Schwarz at Hempstead, organize their courses on the 8-4 plan, four years of high school based on eight years of elementary education. This provides for a longer period of training for the children. Bob Burton has the 7-4 plan, and the other two Samuel Clemons and Brookshire are based on the 7-3 plan, giving only three years of high school training.

The administration of the schools is in the hands of school officials, superintendents and principals. Administrative duties are left largely to the principal in the consolidated schools of the county. The departmentalization of courses for instruction is usually done by the principal and teachers. Courses are well organized in the Sam Schwarz, Prairie View Training, and Bob Burton consolidated schools. Sam Schwarz is departmentalized providing specially trained teachers for each department. Prairie View uses the Core Curriculum involving the correlation of subject matter. The elementary department is divided into four areas; each teacher having charge of an area. The other schools use the grade system in both the elementary and high school department.

The supervision of instruction is done by the Jeanes Supervisor, Miss A. C. Preston, who is well trained in school supervision. Some supervision is done by the principals whose duties are usually so many and varied that little time is left for supervision. Occasional supervisory visits are made to the school by the superintendents, State Supervisor of Negro high schools and the Director of Negro Education in Texas.

Teacher Personnel. It is generally believed that the effectiveness of a school is largely dependent upon the quality of the teaching staff. Training and experience are contributing factors to teacher qualifications. Salary plays its part in attracting and holding teachers in a school system. Table I shows the number of teachers, their training, and salaries.

TABLE I

NUMBER OF TEACHERS, TRAINING AND SALARIES IN
THE CONSOLIDATED SCHOOLS IN WALLER COUNTY

Monthly Salary	Total	T R A I N I N G				
		Master's	Bach- elor's	3 yrs. Col- lege	2 yrs. Col- lege	1 yr. Col- lege
\$50-59	5			5		
60-69	6			6		
70-79	7		7			
80-89	9		8	1		
90-99	1		1			
100-109	6	3	3			
110-119	3	2	1			
120-129	1	1				
130-139						
140-149	1	1				
Total	39	7	20	12		

Table I shows that there are 39 teachers in the Consolidated Negro schools in Waller County. Seven have Master's degrees, six of whom are teaching in the Prairie View Training School and one in the Sam Schwarz School. Twenty have Bachelor of Science degrees and twelve three years of college training. Teacher's salaries range from \$50.00 to \$150.00 per month; those with degrees receive higher salaries than those who do not have them. No teacher holding a Bachelor's degree

receives less than \$70.00 per month. Those with Master's degrees receive \$100.00 or more per month.

Table II shows the number of teachers and tenure of service in the same school.

TABLE II
NUMBER OF TEACHERS AND TENURE OF
SERVICE IN THE SAME SCHOOL

Years	Number of Teachers
0 - 2	7
3 - 5	9
6 - 8	12
9 -11	6
12-14	3
15-17	1
18 and over	1
Total	39

Table II shows the largest number of teachers with a tenure of service of from 6 to 8 years. Only two have taught in the same school 15 years or longer and both of them are in the same school.

Teacher-Pupil Load. The teacher-pupil load has much to do with the type of class organization, and effective instruction a teacher can attain in her class room. Class rivalry and friendly competition between members in a group often serve as stimuli for the best group spirit and participation. Less than 20 or more than 35 does not make the best teaching situation. The Rural Aid School Laws of Texas make this provision under the Act of 1937. Art. 2922C. Sec. 4.

¹
State Department of Education, "Handbook of Texas School Laws,"
page 739

Table III shows the teacher-pupil and length of school term load in each of the consolidated schools.

TABLE III

TEACHER-PUPIL LOAD AND LENGTH OF SCHOOL TERM BEFORE AND AFTER CONSOLIDATION
OF THE SCHOOLS

Name of School	BEFORE		No. of Pupils Per Teacher	Length Term	Length Term	AFTER		No. of Pupils Per Teacher
	No. of Teachers	No. of Pupils				No. of Teachers	No. of Pupils	
Sam Schwarz	9	236	26.2	9	9	15	360	24
Prairie View Training School	6	127	21.1	9	9	9	165	18.3
Bob Burton	4	132	33	8	9	5	183	37
Samuel Clemons	2	68	34	7	7	4	172	43
Brookshire	6	169	28.1	8	8	6	204	34

The number of teachers in each school before and after consolidation, the teacher-pupil load and length of school term are shown in the above table. Only two schools, Bob Burton, and Samuel Clemons have more than 35 pupils per teacher. Prairie View Training school averaged 18.3 pupils per teacher.

The Curriculum. One of the outstanding characteristics of the newer types of instruction is the functional power of the curriculum. Subject matter becomes a means rather than an end, and achieves values only as it contributes to child growth in desirable directions. The schools included in this study have improved and flexible curriculums as a result of better trained teachers and careful supervision by the

1

Jeanes Supervisor. Music, some forms of art and dramatics are taught in all the schools. Agriculture and Homemaking are taught in two of the schools, Sam Schwarz and Prairie View Training School. Activity programs, assignment sheets, and individualized instruction are used as a means for caring for individual differences in pupils in three of the schools. Visual aids are used to some extent in all. Prairie View Training School ranked first in the use of visual aids in 1941 according to a study made by Laura N. Jones. Thirty-five different visual aids were used by this school. Sam Schwarz ranked second with 23 aids, Brookshire, third with 16.²

Social Advantages and Disadvantages

School Attendance. School attendance is a contributing factor to both education and social development. Pupils progress more rapidly when they attend regularly. The social element is lacking in the small rural school, and for the reason larger boys and girls will not attend. There is a lack of emulation and the pupils and classes do not do their best work. Consolidation brings an increased attendance and makes a good school possible.³ Table IV will show the enrollment in the consolidated schools.

1

National Education Association, "Newer Types of Instruction in Small Rural Schools." Yearbook 1938, p. 110

2

Laura N. Jones, A Survey of the Visual Aids in Waller County Schools. Unpublished Master's Thesis, Prairie View State College, 1941

3

Horace M. Culter and Julia M. Stone, The Rural School, New York: Silver Burdett and Company, 1913, p. 222

TABLE IV

ENROLLMENT BY GRADES IN THE CONSOLIDATED SCHOOLS OF WALLER COUNTY
1941-1942

Name of School	Total	Elementary Grades							High School				
		1	2	3	4	5	6	7	8	9	10	11	12
Sam Schwarz	360	37	30	29	31	38	41	28	32	22	12	38	22
Prairie View Training	165	21	26	4	9	16	8	14	19	17	10	17	4
Bob Burton	183	48	13	11	17	17	14	11	19	16	8	9	
Samuel Clemons	172	16	30	16	15	16	15	21	14	12	17		
Brookshire	204	50	19	21	11	15	24	10	13	15	11	15	
Total	1084	172	118	81	83	102	102	84	97	82	58	79	26

There are 1084 scholastics enrolled in the consolidated schools. Two hundred and forty-five of this number are enrolled in high school. The average number enrolled in each of the small schools that was consolidated was only forty-five.

Extra-Curricular Activities. The extra curricular activities program should be based on a sound educational philosophy, with such underlying principles as will result in progressive procedure and the well-rounded development of boys and girls. ¹ With an increased attendance it is possible to carry on a program of extra-curricular activities in each of the consolidated schools in Waller County. There is not an

1

James B. Edmonson, J. Roemer, and Francis Bacon, Secondary School Administration, page 151, New York, MacMillan Company, 1931

organized program as such in any of the schools, but the degree of participation is relatively large, considering that none has physical education teachers to direct the program. The activities include soft ball and basketball which are played in all the schools. Football, field and track, musicales, dramas, picnics, parties and Interscholastic League Literary events are participated in by most of the schools. Sam Schwarz school participated in the Tuskegee Annual National Track and Field Meet and won honors in 1941-42. Such experiences enrich the social life of each boy and girl by widening their circle of acquaintances.

Bus Transportation. Modern sanitary busses operated by a competent, upright driver, protect children from exposure to weather and indecencies on the road. It also provides a situation for friendly association of pupils while riding to and from school. School busses are used to transport to school in three of the consolidated schools. Two are used for Sam Schwarz School and one each for Prairie View Training School and Bob Burton School at Sunnyside. One of the Sam Schwarz busses is modern and comfortable for riding. Others are in fair condition. With the exception of one, a young man living in the community, the bus drivers are teachers in the schools.

The busses are unable to reach some of the neighborhoods during rainy seasons because of bad roads. Children lose several days out of schools during the school term because of this condition. In two of the schools, Samuel Clemons and Brookshire, no provision is made for the transportation of pupils, hence attendance in these schools is greatly

affected. In making this study the writer found that two of the pupils attending Samuel Clemons walk six miles to school. These pupils stated that they leave home for school at seven o'clock in the morning and returned home at 5 o'clock in the afternoon. They also said they are usually tired when they reach school and did not feel like studying. This was an exceptional case. The others who answered the questionnaires live on an average of about two and one-half miles from school. The teachers of this particular school dismiss the pupils from this neighborhood at 3 o'clock in the afternoon because of the distance they have to walk.

The pupils from Longbridge Colored school live on an average of three miles from Brookshire. The district does not provide transportation for them, as a result some of them go to Pointer school which is approximately the same distance as Brookshire.

Health and Sanitation. Sanitary conditions exist in the consolidated schools. The author observed, while visiting the schools that in all cases the schools were clean. Some had running water, others had water coolers. Class rooms were fairly well ventilated, and heated. In only one case it was found that the building was improperly heated, because of a lack of fuel and no ceiling. This condition exists in the Samuel Clemons school. Two of the schools have water toilets, Sam Schwarz and Prairie View; the others have the pit type toilet. Exercises for recreation and health are provided through play-ground games and athletics. A lack of play-ground equipment was observed at each school such as swings, slides, seesaws, etc. Prairie View Training school is the only school having swings and seesaws.

Three of the schools, Prairie View, Bob Burton, and Brookshire sponsor hot lunch programs. The author of this manuscript observed the pupils at lunch in the Brookshire School. The cleanliness and orderliness with which this program is carried out is commendable. The food seemed to have been well prepared and the menu fairly well balanced. The table manners used by the pupils were impressive.

Community Center. Schools should serve as centers for social and civic gatherings in the community. Club meetings, fairs, carnivals, picnics and school or community programs furnish recreation for patrons and help to create a better relationship between the community and the school. The child centered schools are not greatly concerned with community needs, but base their curricula on the interests and needs of the child.

Economic Advantages and Disadvantages

Educational Costs Before and After Consolidation. A review of the literature in the field, as given in Chapter I of this manuscript states the cost of instruction in consolidated schools when measured in dollars may be more, but when measured by educational values, the cost of education is less than that of the rural small school. Complete statistical data on the cost of instruction in the consolidated schools of Waller County were not available at the time this study was made.

Data from the offices of the superintendents of Hempstead Independent schools and the county superintendent are as follows:

For the Sam Schwarz school the per pupil cost of instruction before consolidation was \$49.24 and after consolidation it was \$59.00.

The per pupil cost of instruction in the Samuel Clemons school before consolidation was \$35.80 and \$44.01 after consolidation. *

No figures were given on the per pupil cost of instruction in the Brookshire school, but a total of \$1,160.00 was spent for an annex made necessary by consolidation. **

The figures on Sam Schwarz and Samuel Clemons schools were computed from a total amount spent for teacher's salaries, lights, fuels, and other operating expenses. No data were given on the cost of instruction on Bob Burton and Prairie View Training Schools. An increase in cost is evidenced in each case reported, but educational opportunities were increased also.

The following statistical data on costs of education in Negro schools of Waller County were taken from a bulletin, Austin, Texas, Number 371, on Negro Education, State Department of Education.

*

See Oggs letter in Appendix

**

See Bain's letter in Appendix

TABLE V

NEGRO SCHOLASTICS AND INSTRUCTIONAL COSTS PER SCHOLASTIC

Name of School	Number of Scholastics	Instructional Cost Per Scholastic	
		1933 - 34	1934 - 35
Sam Schwarz	534	15.92	16.52
Brookshire	373	12.16	11.90
Bob Burton	242	15.06	16.36
Prairie View Training	---	---	---
Samuel Clemons	---	---	---

The per capita state appropriation for the two years was \$19.00; no school received the full appropriation per scholastic for the two years indicated.

It should be understood that these data do not include the cost of such maintenance as fuel, light, water, crayon, brooms, janitor hire, payment on bonded indebtedness and transportation. There is no way of gleaning the expenditure of the items just enumerated as the reports of the superintendents do not list separately such expenditures for their
¹
 Negro and white schools.

Bus transportation for the schools using busses is financed by the district and state. The busses are owned by the district with the exception of the Waller bus which is privately owned. Cost per pupil for transportation in Waller County Negro schools is not revealed in this study due to lack of data.

¹
 Division of Negro Education, "School Plant Improvement", Public Forums, Negro Education, Bulletin No. 371, February 1937.

COMMUNITY ADVANTAGES AND DISADVANTAGES

High School Training at Home. The consolidated schools offer high school courses which enable the children in the community to complete their high school work before leaving home. The cost of room and board at some other center in order to receive high school training is saved. As a result of the consolidated schools offering better educational opportunities in the communities which they serve, the families that are already established in these communities did not move away in search of better educational advantages.

Effects of Moving the Neighborhood School. Personal interviews were made in eight of the neighborhoods where the schools were moved to find out how the people in the neighborhood were effected by moving the school. As far as possible, the oldest families in the neighborhoods and those families having children attending school were interviewed.

The patrons in the five neighborhoods were pleased with the consolidations. In each of these neighborhoods there was a church where church services are being conducted once each month. In three of the neighborhoods the people felt that the removal of the school had killed the neighborhood spirit. There was no social center for recreation and entertainment. Such expressions as "our community was lively when we had a school;" "the teachers' always had something going on;" "the community is dead now;" "most of the young people are gone;" and "we wish we had our school back" were made by persons living in the several neighborhoods. Two neighborhoods had neither church nor school. This is true of Lane View where there is neither church nor school.

A patron from Center Hill neighborhood said he did not like the

consolidation because all the money leaves the local neighborhood to build up the town school. On several occasions parents complained of their children having to leave home so early in the morning to catch the bus and return so late in the afternoon. This condition prevented the children from doing any chores at home. In neighborhoods where bus transportation is not provided for pupils, complaints were numerous because children could not attend school regularly on account of distance and weather conditions. Pupils transported by bus are exposed to the weather while waiting for busses as there are no bus stations on the routes. In only one case does the consolidated school carry programs into the neighborhood from which the school was moved.

Parent-Teacher Association. Parent-Teacher Associations are found in all the consolidated schools. The attendance is usually small and meetings are irregular. Parents from the distant neighborhoods cannot attend because they have no means of conveyance. As a result their interest in the consolidated school is not very keen. The interest of parents in these organizations is stimulated when the school carries some of its activities back to the neighborhoods from which the schools were moved. Bob Burton is the only school that reported having carried out such activities. Schools functioning properly make the rural community a desirable place in which to live.

CHAPTER IV

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary. A review of the data presented in the preceding chapters of this manuscript gives the reader an idea of how and when the consolidation movement began. Sam Schwarz School, Hempstead, Texas, was consolidated in 1934. This marked the beginning of consolidation and the curricular activities of the consolidated schools studied gives one a functional conception of them. The consolidated schools have larger plants and are more adequately equipped than the small schools of which they were formed. Also, classrooms are well ventilated and seated with desks. Small chairs and tables are used in the primary rooms of some of the schools.

In most of these consolidated schools the Teacher-principal type of organization is being used. The principal serves as the chief administrator in the school with all the teachers cooperating to the end of making the plan work successfully. The curricula of the consolidated schools include homemaking (in three of the schools), vocational agriculture (in two schools) music, drawing, and dramatics in addition to the usual high school courses.

Some types of extra-curricular activities are carried on in each school. The Sam Schwarz School at Hempstead has the most extensive program. As an example of their wide scope of participation pupils from this school have participated in national athletic contests and won first honors.

For the past two years Sam Schwarz School has entered the Tuskegee

Annual National Championship Track and Field Meet. Each time honors were won in girls' events as follows:

In 1941

Shot put, first place

High jump, second place

One hundred yard dash, second place

In 1942

High jump, first place

Shot Put, third place

440 Relay, second place

50 Yard Dash, fourth place

Running and broad jump, fourth place

The one teacher schools in the county are unable to carry out a very broad extra-curricular program which would give the pupils this type of experience. It has been revealed in this study that consolidation and bus transportation have improved school attendance despite the poor condition of the roads which makes bus driving very difficult during the rainy seasons. In two of the districts no provision has been made for transporting pupils to school, hence attendance in these districts is poor when weather conditions are unfavorable.

As a result of consolidation which increased the enrollment in the schools, pupils have a wider circle of acquaintances thus enriching their social lives and stimulating school pride. Parents are saved of the expense of sending their children away to do their high school work by having these consolidated schools in their districts. It has also been revealed in this study that the increase in cost of operating and

maintaining the consolidated schools is comparatively small when the economic waste in maintaining the small schools with a few pupils is considered.

The neighborhoods from which the schools were moved still exist with the church serving as the main factor. Many of the young people have drifted to the cities and other places seeking work and more social life. In two of the neighborhoods where there is neither school nor church the people complain of their neighborhood being dull and express their regrets of having lost their school.

Conclusions. Using the foregoing facts as a basis, the author has reached several definite conclusions regarding the advantages and the disadvantages of consolidated schools in Waller County.

These may be stated as follows:

1. The advantages are:

- a. Better buildings and equipment.
- b. Better prepared teachers.
- c. Longer school terms.
- d. Better school attendance.
- e. Richer course offerings.
- f. Enriched social life .
- g. Economic saving to parents.
- h. A widened community interest.

2. The disadvantages are:

- a. Poor heating conditions in one of the schools.
- b. Lack of bus transportation in two districts.
- c. No bus stations on the bus routes to protect children from the weather while waiting for busses.
- d. Poor road conditions in all the neighborhoods.
- e. Dull social life in the neighborhoods from which the schools were moved.

Under present conditions the consolidated Negro schools in Waller County are striving to stimulate, modify, and direct the social, mental

physical and moral growth of each child, so that each might become forward looking and that an improved social order might result.

Recommendations. In view of the fact that many of the disadvantages are administrative problems to be handled by school officials, only a few recommendations are made as follows:

1. That the schools appeal to road commissioners for better roads.
2. That each school sponsor program or some type of recreation in the neighborhoods from which the schools were moved.
3. Create and stimulate community interest and school pride through a strong Parent-Teacher-Association.

BIBLIOGRAPHY

BOOKS

- Ashby, M., The Country School. London: Oxford University Press, 1929.
- Brim, Orville G., Rural Education. New York: MacMillan Company, 1925.
- Cole, W. E., Recent Trends in Rural Planning. New York: Prentice-Hall Inc., 1937.
- Cooper, William John, Economy in Education. Stanford University: Stanford University Press, 1926.
- Cubberley, Elwood P., Rural Life and Education. New York: Houghton Mifflin Company, 1922.
- Gulter, Horace M. and Stone, Julia M., The Rural School. New York: Silver Burdett and Company, 1913.
- Douglass, Harl R., Organization and Administration in Secondary Schools. New York: Ginn and Company, 1932.
- Edmonson, J. B., Roemer, J., and Bacon, Francis, Secondary School Administration. New York: MacMillan Company, 1931.
- Lewis, Charles D., The Rural Community and Its Schools. New York: The American Book Company, 1913.
- Mueller, A. D., Progressive Trends in Rural Education. New York: The Century Company, 1926.

BULLETINS

- Abel, J. F., Consolidation of Schools and Transportation of Pupils, Bulletin No. 41, 1940. Washington: United States Government Printing Office.
- Division of Negro Education, School Plant Improvement, Public Forums, Negro Education, Bulletin No. 371, February, 1937. Austin: State Department of Education.

PAMPHLETS

- Covert, Timon, Larger Units for Educational Administration A Potential

Economy, Pamphlet No. 45, 1933. Washington: United States Government Printing Office.

Gaumnitz, W. H., Are the One-Teacher Schools Passing?, Pamphlet No. 92, 1940. Washington: United States Government Printing Office.

THESES

Jones, Laura N. A., A Survey of the Visual Aids in Waller County Schools. Unpublished Master's Thesis, Prairie View State College, 1941.

Luter, B. S., Historical and Educational Analysis of the Administration and Curriculum of the Hempstead Negro School. Unpublished Thesis Report, Prairie View State College, 1937.

APPENDIX

COUNTY SUPERINTENDENT OF SCHOOLS
Jimmie Rene Ogg
Hempstead, Waller County, Texas

36

July 3, 1942

Mrs. B. A. Thomas
Prairie View, Texas

My dear Mrs. Thomas:

Below is the information asked for your questionnaire on consolidation of Negro schools. I am sorry that I do not have the information on all of them, but I will indicate whom you should request this information of.

1. Number of pupils enrolled in the schools:
 - A. Clemons 127
 - B. Sunnyside 125
 - C. Prairie View (See Miss Burdine at Prairie View)
 - D. Hempstead (See Herald, Principal Sam Schwarz Training School)
 - E. Brookshire (See Mrs. W. D. Bains, Brookshire, Texas)
2. Total number in regular attendance:
 - A. Clemons: Elementary 109; High School 16.
 - B. Sunnyside (See Lillian Jackson, Sunnyside)For the other schools see persons indicated above.
3. Number transported by bus:
 - A. Clemons: None.For others see above.
4. Clemons none, Sunnyside 1, Hempstead 2, Prairie View 1, Brookshire, none.
5. For Sunnyside, Hempstead and Prairie View see persons indicated in No. 1 above. Clemons and Brookshire 0.
6. All buses transporting scholastics in the County are owned by the local districts.
7. Tax increases due to consolidation:
 - A. Clemons 10¢ on the \$100 valuation
 - B. For all others see above
8. Operating expenses of Clemons school before consolidation:
 - a. Building and equipment, \$500
 - b. Bus transportation 0
 - c. Teachers' salaries \$1735
 - d. Lights and fuel, \$100
 - e. Teaching supplies \$50For the other schools see persons indicated above.
9. Operating cost since consolidation
 - A. Clemons
 1. Buildings and equipment \$5000
 2. Bus transportation 0
 3. Teacher's salaries \$2170

For other schools see persons indicated above. The other schools are in independent districts and I do not receive their financial reports.

Very truly yours,
(Signature)
Jimmie Rene Ogg

STATE DEPARTMENT OF EDUCATION
L. A. Woods, State Superintendent
Austin, Texas

July 14, 1942

Mrs. B. A. Thomas
Prairie View State College
Prairie View, Texas

Dear Mrs. Thomas:

Your letter of July 12, to Mr. Taylor, was received in his absence from the office. Since he is not to return from his work out in the State until it is too late to write you, I am sending you under separate cover a copy of the latest Public School Director. On page 115 you will find Waller County listed, and perhaps some of the information you desire.

I will take your letter up with Miss Tanner, Director of Information and Statistics, and if her division can supply the answers to your questions concerning bus transportation in each of the districts in Waller County, and show the relative figures before and after consolidation, you will hear from us again. If this information is not obtainable there, I am very sorry, but there is no other source from which it can be obtained here.

Very truly,

(Signature)

Secretary to Mr. Taylor

Brookshire, Texas
July 8, 1942

B. A. Thomas
Hempstead, Texas

Dear Thomas,

Last year, our annex school at Longbridge was transferred to Brookshire, Texas High School so that the building might be used for a Mexican school. Attendance before registration averaged 47. About 30 of these registered in Brookshire and 10 in another annex school at Pointer in our district. We had about 7 stay with relative in Houston because no transportation was provided here.

The school had cost us \$1160 as an annex. All this was saved us last year. There was no tax increase.

We received about 30 Mexican children for our district as a result of opening a school which means the building of a new school for us.

Yours truly,

(Signature)

Mrs. W. D. Bains

COMMUNITY EDUCATIONAL RALLY
Samuel-Clemons School
Sunday, November 3, 1940 at 2:30 P. M.

39

- PROGRAM -

1. Group Singing ----- Leaning on the Everlasting Arms
Audience
2. Invocation ----- Rev. Brewster Baines
Community Minister
3. Quartette ----- Great Day
Samuel - Clemons School
4. Purpose of Meeting ----- Miss A. C. Preston
5. The County Board and The Community-Centered School
Mr. Theodore Elhert, Secretary County Board
6. Solo ----- Deep River
Erma Andrews, Samuel - Clemons School
7. The P. T. A. at Work in Community Improvements - - - - -
Mrs. L. M. Andrews, President
Samuel-Clemons P. T. A.
8. Quartette ----- Prairie View State College
Misses Lillian Malone, Francis Howell and Messrs.
Lawrence Harrison and Emanuel Peterson
9. Offering -----
10. The Work of Men in the Community-Centered Program -----
Mr. Charles Gibson
Samuel-Clemons Community
11. Solo ----- Sometimes I feel Like A Motherless Child
Mr. C. S. Wells, Prairie View College
12. Introduction of Speaker -----
13. Address ----- COMMUNITY COOPERATION
Dr. J. M. Coruthers
Division of Agriculture
Prairie View State College
14. Quartette ----- Prairie View State College
15. Benediction ----- Rev. Brewster Baines
Mrs. Ada Robbins, Principal
Samuel-Clemons School
Mistress of Ceremonies

1. Questionnaire No. _____ Date _____ 19 _____
2. Name _____ Age _____ Sex _____
3. Address _____ Position _____
4. Name of School _____ District No. _____
5. Post Office _____ County _____
6. How many schools were consolidated with this school? _____

Give the names _____

7. How long has the school been consolidated? _____

 Year Month Date

1. _____
2. _____
3. _____

[illegible]

FORM A (Page 11)

10. Number of teachers before consolidation _____ After _____
11. Number of years you (teacher) have taught in this school including this term.
- | | | |
|----------------|----------------|----------------|
| 1. year _____ | 4. years _____ | 7. years _____ |
| 2. years _____ | 5. years _____ | 8. years _____ |
| 3. years _____ | 6. years _____ | 9. years _____ |
12. When did you (teacher) attend school last? Month _____
date _____ year _____
13. What improvements have been made in buildings and equipment since consolidation? (Check) New building _____ building enlarged _____
no improvement _____ new desks _____ tables and chairs _____
not enough desks _____ blackboards _____ maps _____
science laboratory _____ sufficient textbooks _____ library _____.
14. List grades and courses added to the curriculum:
- | | |
|----------|----------|
| 1. _____ | 4. _____ |
| 2. _____ | 5. _____ |
| 3. _____ | 6. _____ |
15. What is the enrollment by grades?
- | | | |
|-----------------|-----------------|------------------|
| 1st grade _____ | 5th grade _____ | 9th grade _____ |
| 2nd grade _____ | 6th grade _____ | 10th grade _____ |
| 3rd grade _____ | 7th grade _____ | 11th grade _____ |
| 4th grade _____ | 8th grade _____ | 12th grade _____ |
16. What is the increase in attendance since consolidation over the past four years? 1st year _____ 2nd year _____
3rd year _____ 4th year _____
17. Does this increased attendance cause overcrowded classrooms? _____
18. What is the length of the school term? _____
19. What is the length of class periods for high school courses? _____

FORM A (Page III)

20. What provision is made for individual differences?

Special job assignment sheets_____

21. Has the school an active Parent-Teacher Association?_____

How often do they meet?_____

22. Does the school sponsor extra-curricular activities?_____

Tennis_____, basketball_____, football_____,

dramatics_____, school parties_____,

picnics_____.

23. Are pupils transported to school by bus?_____

24. Does the bus operate on a schedule?_____

(Please attach the copy of the schedule to this blank)

25. Have you observed any increase in disciplinary problems as a result of increased attendance?_____

26. If so, describe causes leading to incidents; give a brief story of it.

27. Have you any difficulty with promotions?_____

With grade placements of pupils from small schools because of retardation?

28. List below some of the things you would consider advantages and disadvantages as they exist in your school.

Advantages

1. _____
2. _____
3. _____
4. _____
5. _____

Disadvantages

1. _____
2. _____
3. _____
4. _____
5. _____

TO BE FILLED BY TEACHERS OF
SCHOOLS BEFORE CONSOLIDATION

Schedule No. _____ Date _____ 19 _____

1. Name _____ Age _____ Sex _____

2. Address _____ Community _____

3. Name of School _____ District No. _____

4. When was the school consolidated _____
(month) (date) (year)

5. With what school did it consolidate? _____

6. Number of teachers before consolidation _____

7. Number of pupils enrolled the year previous to consolidation

8. Teachers' salaries per month: Principal _____

Assistant teacher _____

9. Length of school term (check)

5 months _____

7 months _____

6 months _____

8 months _____

10. Number of grades taught _____

11. The school curriculum included: (Check)

Music _____ Home Economics _____

Dramatics _____ Physical Education _____

Art _____ Vocational Agriculture _____

12. Extra Curricula Activities: (Check)

Basketball _____

N. F. A. _____

Tennis _____

Literary Clubs _____

Football _____

N. H. T. _____

13 Number of buildings _____ Classrooms _____

14. Condition of buildings: (Check) Good _____ Fair _____ Poor _____

15. Fuel used for heat: (Check) Wood _____ Coal _____ Gas _____

16. Seating: (Check) desks _____ chairs _____ Benches _____ none _____

17. Lights: (check) Electric___ Gas Lamps___ None___
18. Blackboards: (Check) Slate___ Painted___ None___
19. Source of water for drinking purposes (Check) Well___
spring___ cistern___ tank___ city water___
20. What was the longest distance any pupil had to walk to
school_____ Shortest Distance_____
21. Did you have an attendance problem, pupils absent or
tardy a number of days each month?_____
22. What reasons were given most often?_____
23. What was the age grade enrollment the year previous to consolidation?

Age	GRADES							
	1st	2nd	3rd	4th	5th	6th	7th	8th
6								
7								
8								
9								
10								
11								
12								
13								
14								
15								
16								
17								
18								
19								

24. Did the school have an active Parent-Teacher-Association?_____
25. How often do they meet? Once each month___ Twice each month___
26. List below some of the community programs held at the school
- 1.
 - 2.
 - 3.
 - 4.
 - 5.

CHECK LIST TO BE FILLED
BY PUPILS

Date _____ 1942

1. Name _____ Age _____ Sex _____
2. Post Office _____ County _____
3. Name of School _____ No. of goals _____
4. Post Office _____ County _____
5. Do you live in town _____ Country _____ What grade are you? _____
6. Number of years you have attended this school. (Check)
1. year _____ 4. years _____ 7. years _____ 10. years _____
2. years _____ 5. years _____ 8. years _____ 11. years _____
3. years _____ 6. years _____ 9. years _____ 12. years _____
7. Did you attend a one-teacher _____ two-teacher _____
town school _____ or none _____ before coming to this one?

8. Advantages offered by your present school. (Check)

Educational

- a. Better school building _____ desks _____
blackboards _____ heating _____ ventilation _____
sanitary drinking fountain _____ sanitary toilets _____
sufficient textbooks _____ maps _____ science
laboratory _____ electric lights _____
- b. High school courses: 4 years _____ 3 years _____
2 years _____
- c. Home Economics teacher _____

FORM C

- d. Vocational Agriculture teacher _____
- e. Music _____ drawing _____ dramatics _____
- f. Class periods 45 minutes long _____ 60 minutes _____
- g. School term 8 months long _____ 9 months long _____
- h. Extra curricula activities: basketball _____
 football _____ Volley ball _____ soft ball _____
 tennis _____.

Social

- a. More children to play with at school _____
- b. Hot lunch every day at school _____
- c. Bus transportation to school _____
- d. Bus stations to protect you from bad weather

- e. List below any other advantages:
 - 1. _____
 - 2. _____
 - 3. _____
 - 4. _____
 - 5. _____
 - 6. _____

9. Disadvantages as a result of school consolidation (Check)

Educational

- a. Over-crowded classrooms _____
- b. Not enough desks for all pupils _____
- c. No reference books in the library _____
- d. Cannot attend school regularly when it rains
 because of bad roads _____
- e. Cannot participate in school programs and athletics
 because of the bus schedule _____

FORM CSocial

- a. Away from home longer hours in the day_____
 - b. Have to walk _____ miles to school
 - c. Exposed bad weather going to and from school_____
 - d. Children in this school not friendly to
country children._____
 - e. I had rather live in town_____ County_____
- Why?_____.